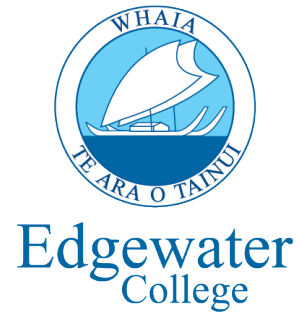


## CHARTER 2019-2021

### Edgewater College Board of Trustees

In accordance with section 64 of the Education Act, the Edgewater College Board of Trustees undertakes to take all reasonable steps to achieve the intentions, targets and strategies in this charter which have been approved by the board following consultation with the community in terms of section 61 and 63 of the Education Act, and to take full account of the National Education Guidelines and all statutory obligations. The board has accepted this charter as its undertaking to the Ministry of Education. This charter was submitted to the Ministry of Education for the Minister's approval on 28 March 2019. This Charter will be annually updated in December each year.



Chairperson of the Edgewater College Board of Trustees: R Grainger  
Date: 1 March 2019

This Charter establishes the Vision, Values, Strategic Direction and the Targets to raise student achievement.

## CONTENTS

1. Vision and Values
2. Strategic Plan 2019 - 2021
3. Annual Plan 2019

## 1: VISION AND VALUES

### 1.1 Motto

“Whaia te ara o Tainui” | Follow the path of Tainui

### 1.2 School context

Ko Ōhūiarangi te maunga

Ko Tāmaki te awa

Ko Tainui te waka

Ko Ngai Tai te iwi

Ko Whaia te ara o Tainui te whakataukī

Ko Te Tahawai te marae

Ko Kāreti O Te Tahawai te kura

Edgewater College is a co-educational, multi-cultural state secondary school in southeast Auckland. We serve a diverse urban environment covering a wide range of ethnic, social and economic situations.

The Board of Trustees acknowledges and respects New Zealand's cultural diversity and the unique position of Māori as tāngata whenua. This includes working in partnership with the Te Tahawai community marae that is situated on our school site.

Our school was established in 1968. Our motto, “Whaia te ara o Tainui” | Follow the path of Tainui was established at this time as a way of acknowledging the role of tāngata whenua and being inspired by the courage and vision of the ancestors who have passed this way.

We have a strong focus on being a school that cares. The inclusivity and diversity of our school community are amongst our greatest strengths. This, alongside our motto has been used to generate

our “3 MCs” – what we value. In particular, our relatively smaller size means we are a community school that is able to personalise learning for all our ākongā.

Meaningful student achievement is a priority and is achieved in genuine partnership between a very committed staff, our students and their families. Quality and diversity of curricular and co-curricular opportunities are important features of the school and are fundamental to student engagement and success.

### 1.3 Vision 2020

Edgewater College will be a dynamic and exciting school that serves its students and community exceptionally well.

### 1.4 What we value

Edgewater College is committed to ensuring that our learning environment nurtures all learners to reach personal excellence and attain the skills and dispositions for life long learning. In particular we value:

1. Care | Manaakitanga *We care for ourselves, others and our learning*
2. Courage | Māia – *We stand up for what is right and show perseverance and integrity*
3. Curiosity | Manawa reka – *We are passionate and engaged life long learners*

### 1.5 Graduate profile

In addition to our core values Edgewater College graduates will develop the following key skills and attributes:

Care   Manaakitanga	Courage   Māia	Curiosity   Manawa reka
Whanaungatanga – has a sense of belonging and connection to Edgewater whānau, is a team player and friendly, encouraging and inclusive.	Does the right, ethical thing, follows appropriate protocols and ways of working, stands up for others   Tikanga and kawa.	Haututū   Is creative, Imaginative, Innovative, entrepreneurial, gives it a go, has a sense of fun and humour.
Culturally responsive – celebrates diversity of our community. Has rich understanding of TOW / bicultural partnership.	Rangatiratanga   Self governance, takes responsibility for actions and decisions.	Is optimistic, enthusiastic, passionate, with a sense of wonder.
Kaitiakitanga   Global citizen who cares about the future of our world, sustainability of people and planet, has a sense of equity and social justice.	Ready for learning, motivated, good work ethic, organised, focused, meets deadlines.	Wānanga   Is a problem finder and solver, a logical, metacognitive and critical thinker
Whakaiti   Is respectful, courteous, humble, kind.	Is confident, shows initiative, can work independently and interdependently.	Is inquisitive, questioning, and reflective, with a thirst for knowledge.
Kotahitanga   Works with and for our community and others, effective communicator and collaborator.	Shows grit, persistence, resilience, determined.	Is flexible, adaptable and resourceful. Takes responsible risks, makes mistakes and learns from them.
Āwhinatanga   Listening with aroha, being empathetic, compassionate, considerate, encouraging, tolerant.	Strives for excellence, shows commitment to highest levels of learning.	Ako   Is intrinsically motivated, has a growth mindset, is open to learning and learning to learn,
Takes pride in themselves (behaviour, uniform), our school, and learning.	Tū pono   Has Integrity, and is honest, trustworthy, dependable, accountable	Is future focused with appropriate digital / elearning skills.
Wairuatanga   sense of wellbeing. Enhances hauora of self, others and community.	Has effective and useful leadership and followership skills.	Is open to continuous learning, a life long learner.

## 2: STRATEGIC PLAN 2019-2021

As a result of community consultation, staff and student surveys, analysis of school wide achievement and pastoral data and information, analysis of variance and self-review processes the board has identified the following key areas of strategic development for the next 3-5 years.

1. To promote shared leadership for equity and excellence
2. To inspire and support a high quality teaching and learning community
3. To ensure all students are supported to be courageous, caring and curious learners in a safe and inclusive environment
4. To develop systems and processes that support innovation and change
5. To ensure effective stewardship that strengthens our learning community

Reviewing	Introducing	Developing	Strengthening	Sustaining
<b>Goal 1: To promote shared leadership for equity and excellence</b>				
Focus Areas	2019	2020	2021	
<b>Vision and Values</b>	<ul style="list-style-type: none"> <li>Clarify and collaborate with community, staff and students about our vision and what we value.</li> <li>Link vision and values to student expectations and opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Vision and values are understood and demonstrated in practice.</li> </ul>	<ul style="list-style-type: none"> <li>Educational vision and values are widely understood and demonstrated in practice.</li> </ul>	
<b>School wide leadership</b>	<i>Senior Leadership:</i> <ul style="list-style-type: none"> <li>Implement new structure for Senior Leadership Team.</li> <li>Incorporate Educational Leadership Capability Framework into professional learning and practice.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine structure for Senior Leadership team and professional learning around Educational Leadership Capability Framework</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate leadership against the Educational Leadership Capability Framework</li> </ul>	
	<i>Staff Leadership:</i> <ul style="list-style-type: none"> <li>Build HOD and Deans teams as PLGs linked to new SLT structure.</li> <li>Develop leadership capabilities of support staff.</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning around Educational Leadership Capability Framework.</li> </ul>	<ul style="list-style-type: none"> <li>Educational leadership capability framework is embedded in leadership practice, learning and review.</li> </ul>	
	<i>Student Leadership:</i> <ul style="list-style-type: none"> <li>Implement new Student Leadership based around Academic, Pastoral and Community committees, and Whanau leadership roles.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine Student Leadership structure.</li> </ul>	<ul style="list-style-type: none"> <li>Embed student leadership structure so that students are actively involved in leadership opportunities across years 9-13.</li> </ul>	
<b>Community</b>	<ul style="list-style-type: none"> <li>Vision and Values Focus</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Focus</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral Care Focus</li> </ul>	
	<ul style="list-style-type: none"> <li>Opportunities for engagement and consultation with Māori community are strengthened.</li> <li>Strengthening meaningful collaboration and partnership with Te Tahawai Marae.</li> </ul>	<ul style="list-style-type: none"> <li>Embedding meaningful opportunities for effective engagement and consultation with Māori community.</li> <li>Embedding meaningful collaboration with Te Tahawai Marae.</li> </ul>		
	<ul style="list-style-type: none"> <li>Opportunities for engagement and consultation with Pasifika community are strengthened.</li> </ul>	<ul style="list-style-type: none"> <li>Sustaining meaningful opportunities for effective engagement and consultation with Pasifika community.</li> </ul>		
<b>Pakuranga West Kahui Ako</b>	<ul style="list-style-type: none"> <li>Edgewater College will be an integral part of the Pakuranga West COL.</li> <li>Collect baseline data at junior level, with regard to Student Agency and Endorsement levels.</li> <li>Appoint staff to WSL and ASL leadership positions.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate first year of COL participation and contribution.</li> <li>Evaluate student agency data.</li> <li>COL links are strengthened to support student achievement targets.</li> </ul>	<ul style="list-style-type: none"> <li>COL links are embedded in how Edgewater College contributes with our wider Kahui Ako.</li> </ul>	
<b>Evaluation / Self Review</b>	<ul style="list-style-type: none"> <li>The conditions for effective evaluation and self-review for improvement are established.</li> </ul>	<ul style="list-style-type: none"> <li>The conditions for effective evaluation and self-review are understood and embedded in practice.</li> </ul>		

## Goal 2: To inspire a high quality teaching and learning community

Focus Areas	2019	2020	2021
<b>Junior Curriculum</b>	<ul style="list-style-type: none"> <li>Review Year 9 and 10 curriculum with a focus on meaningful learning and development of student agency.</li> </ul>	<ul style="list-style-type: none"> <li>Implement changes as result of junior review.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine Year 9 and 10 curriculum / diploma programme.</li> </ul>
<b>Junior Achievement</b>	<ul style="list-style-type: none"> <li>Introduce new reporting system and collect base line data across all learning areas linked to N1 to E8 scale and meaningful feedback and feedforward on learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine changes to reporting system.</li> </ul>	<ul style="list-style-type: none"> <li>Embed reporting linked to feedback and feedforward into effective teaching practice.</li> </ul>
<b>Senior Curriculum</b>	<ul style="list-style-type: none"> <li>Introduce 6 subject model at Years 11 and 12.</li> <li>Introduce Edge one hour per week at Years 11 to 13 to further support careers, mentor, innovation and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine senior teaching model.</li> </ul>	<ul style="list-style-type: none"> <li>Embed senior teaching model.</li> </ul>
<b>Senior Achievement</b>	<ul style="list-style-type: none"> <li>Targets – at or better than national in all areas.</li> <li>Academic tracking / mentoring.</li> <li>Review of assessment practice in senior school.</li> <li>SARONA – ILPs for Students at Risk of Not Achieving.</li> </ul>	<ul style="list-style-type: none"> <li>Targets – at or better than national in all areas.</li> <li>Continue to refine academic tracking and mentoring processes.</li> </ul>	<ul style="list-style-type: none"> <li>Targets – at or better than national in all areas.</li> </ul>
<b>Teaching Practice</b>	<ul style="list-style-type: none"> <li>Develop an effective teaching and learning profile in conjunction with staff.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine teaching and learning profile.</li> </ul>	<ul style="list-style-type: none"> <li>Embed teaching and learning profile in professional learning and appraisal practice.</li> </ul>
<b>Feedback and feedforward</b>	<ul style="list-style-type: none"> <li>Introduce walkthroughs by senior and middle leadership teams to support feedback and feedforward to staff.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine walkthrough practice.</li> </ul>	<ul style="list-style-type: none"> <li>Embed walkthroughs as a way of tracking and sustaining high quality teaching and learning.</li> </ul>
<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>Collective inquiry is a key feature of Professional Learning.</li> </ul>		<ul style="list-style-type: none"> <li>Collective inquiry is embedded is a key feature of Professional Learning.</li> </ul>
	Links to annual goals	<ul style="list-style-type: none"> <li>Restorative practice and links to culturally responsive practice.</li> </ul>	<ul style="list-style-type: none"> <li>Embedding restorative and culturally responsive practice.</li> </ul>
		<ul style="list-style-type: none"> <li>Student Agency.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthening opportunities to develop Student Agency.</li> </ul>
		<ul style="list-style-type: none"> <li>E-learning understanding and SAMR model.</li> </ul>	<ul style="list-style-type: none"> <li>Implementing e-learning strategic plan.</li> </ul>
<b>Staff wellbeing and support</b>	<ul style="list-style-type: none"> <li>Create a staff wellbeing team to further ensure all staff feel supported and their wellbeing is enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine staff wellbeing and support system.</li> </ul>	
<b>Support Staff</b>	<ul style="list-style-type: none"> <li>Further develop appraisal structure and professional learning opportunities for support staff.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine appraisal structure and school wide professional learning opportunities.</li> </ul>	
<b>Appraisal / PMS</b>	<ul style="list-style-type: none"> <li>Continue with appraisal structure to ensure meaningful appraisal of all staff members.</li> </ul>	<ul style="list-style-type: none"> <li>Refine and embed meaningful appraisal practice.</li> </ul>	<ul style="list-style-type: none"> <li>Review appraisal process to ensure it is effective and meaningful.</li> </ul>
	<ul style="list-style-type: none"> <li>Ensure all roles in the school have co-constructed job descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine job descriptions and use to inform appraisal and professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Embed use of job descriptions as part of meaningful appraisal and professional learning.</li> </ul>

Targets		2017			2018			2019	2020	2021
		1-3	EC	NZ	1-3	EC	NZ			
<b>All Learners</b>	<b>L1</b>	63	68	75	54	58	70	70%+	75%+	80%+
	<b>L2</b>	71	70	78	67	65	76	70%+	75%+	80%+
	<b>L3</b>	55	58	65	54	65	64	70%+	75%+	80%+
	<b>UE</b>	27	33	49	25	37	46	40%+	45%+	50%+
	<b>End</b>		L1: 39, L2: 17 L3: 13			L1: 43, L2: 24, L3: 16			40%+	45%+
								30%+	35%+	40%+
								20%+	25%+	30%+

Targets		2017			2018			2019	2020	2021
		1-3	EC	NZ	1-3	EC	NZ			
<b>Māori Learners</b>	<b>L1</b>	55	48	62	47	45	55	70% +	75% +	80% +
	<b>L2</b>	66	63	70	61	39	66	70% +	75% +	80% +
	<b>L3</b>	49	30	52	47	54	51	70%+	75%	80%
	<b>UE</b>	20	13	29	17	15	27	40%+	45%	50%
<b>Pacific Learners</b>	<b>L1</b>	62	70	66	53	51	59	70% +	75% +	80% +
	<b>L2</b>	71	69	73	67	59	70	70% +	75% +	80% +
	<b>L3</b>	58	59	58	56	66	56	70%+	75%	80%
	<b>UE</b>	24	30	29	21	39	26	40%+	45%	50%

### Goal 3: To ensure all students are supported to be caring, courageous and curious learners in a safe and inclusive environment

Focus Areas	2019	2020	2021
<b>Pastoral at risk</b>	<ul style="list-style-type: none"> <li>Strengthen early identification of students at risk at all levels and ensure that appropriate interventions occur in a timely manner.</li> <li>Review and streamline attendance systems.</li> <li>Continue with PEHA as ways of support at risk students.</li> <li>Continue to strengthen connections with outside agencies.</li> </ul>	<ul style="list-style-type: none"> <li>Embed systems of response to students at pastoral risk.</li> <li>Review PEHA to align with updated reporting system.</li> </ul>	
<b>Restorative practice / PB4L</b>	<ul style="list-style-type: none"> <li>Connect professional learning around restorative practice and culturally responsive and relational pedagogy to ways of working within the Pastoral team.</li> <li>Ensure that systems of consequences are linked in to the schoolwide restorative practice goal.</li> </ul>	<ul style="list-style-type: none"> <li>Embed restorative practice and culturally responsive and relational pedagogy.</li> </ul>	
<b>Pastoral care via Mentor and Dean network</b>	<ul style="list-style-type: none"> <li>Implement Associate Mentors programme to support further student leadership opportunities.</li> <li>Professional learning for Deans via AP Pastoral that establishes them as a PLG.</li> <li>Development of Pastoral Care systems handbook to support work of all members of pastoral team.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine Associate Mentors programme.</li> </ul>	<ul style="list-style-type: none"> <li>Embed Associate Mentors programme.</li> </ul>
<b>Health and Guidance</b>	<ul style="list-style-type: none"> <li>Succession planning – review counselling support.</li> <li>Professional learning as a team – focus on meaningful and timely interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Embed meaningful and timely interventions as part of Health and Guidance team with robust systems of self review.</li> </ul>	
<b>Safe physical and emotional environment</b>	<ul style="list-style-type: none"> <li>Restorative conflict resolution processes focus</li> </ul>	<ul style="list-style-type: none"> <li>Cyber Safety focus</li> </ul>	<ul style="list-style-type: none"> <li>Resilience focus</li> </ul>
<b>Transition and student pathways</b>	<ul style="list-style-type: none"> <li>Review current systems of transition into and out of EC, in conjunction with Pakuranga West COL schools and other feeder schools.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce a transition programme at Year 9 based on the findings of the review.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine the Y9 transition programme.</li> </ul>
		<ul style="list-style-type: none"> <li>Review transition from Years 11 to 13 into employment / education.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce transition programmes for school leavers based on the findings of the review.</li> </ul>
<b>Learning Support</b>	<ul style="list-style-type: none"> <li>Strengthen connections with outside agencies.</li> <li>Learning Support team is able to assess and provide individualised support to all identified.</li> <li>Professional learning for Learning Support team is appropriate and effective in continuing to grow best practice.</li> </ul>	<ul style="list-style-type: none"> <li>Embed effective and appropriate learning support systems.</li> </ul>	
<b>Student Agency</b>	<ul style="list-style-type: none"> <li>Review and develop meaningful measures of student agency in consultation with junior curriculum review and COL practice.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce school wide student agency and wellbeing programme.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine student agency and wellbeing programme.</li> </ul>

Related Targets	2017	2018	2019	2020	2021	
<b>Attendance</b>	<b>Y9</b>	89%	91%	90%+ at all levels	92%+ at all levels	94%+ at all levels
	<b>Y10</b>	89%	88%			
	<b>Y11</b>	90%	90%			
	<b>Y12</b>	84%	86%			
	<b>Y13</b>	79%	83%			
	<b>All</b>	87%	88%			

Related Targets	2017	2018	2019	2020	2021	
<b>Engagement</b>	<b>Stand down</b>	22	9	At or below expectations for similar schools. Monitor gender and ethnicity.	At or below expectations for similar schools. Monitor gender and ethnicity.	At or below expectations for similar schools. Monitor gender and ethnicity.
	<b>Suspension</b>	11	10			
	<b>Exclusion</b>	2	5			

## Goal 4: To develop systems and processes that support innovation and change

Focus Areas	2019	2020	2021
Initiatives	<ul style="list-style-type: none"> <li>Introduce Edge Innovation programme at year 9.</li> </ul>	<ul style="list-style-type: none"> <li>Review Y9 Edge Innovation programme.</li> <li>Introduce Edge Innovation programme at year 10.</li> </ul>	<ul style="list-style-type: none"> <li>Review Y9 and 10 Edge Innovation programme.</li> <li>Introduce Edge Innovation programme at year 11.</li> </ul>
	Parents as partners in learning: <ul style="list-style-type: none"> <li>Parents will be informed and involved in supporting meaningful learning and achievement.</li> <li>Our Māori community will engage as partners in supporting Māori learners achieving success as Māori.</li> <li>Our Pasifika community will engage as partners in Pasifika student success.</li> </ul>	<ul style="list-style-type: none"> <li>Reporting to parents on progress of children will support our partnership in learning approach.</li> <li>Parents will have better access to student achievement information, feedback and feed forward.</li> <li>Appropriate school and teacher communication to parents will better assist parents to support their child.</li> </ul>	<ul style="list-style-type: none"> <li>Parent/teacher conferences will be reviewed to ensure they support our partnership in learning approach.</li> <li>Parents will have good understanding of how they can support their child's learning and achievement.</li> </ul>
	<ul style="list-style-type: none"> <li>Support increasing opportunities for feedback and feedforward across our learning community through reporting and walkthrough systems.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine feedback and feedforward opportunities.</li> </ul>	
Student Voice	<ul style="list-style-type: none"> <li>Our new student leadership structure will work to ensure that student voice is collected and acted on to support ongoing improvements in teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Processes of collecting and acting on student voice will be embedded in everyday practice.</li> </ul>	
Systems	<ul style="list-style-type: none"> <li>Day to day organisation systems and processes are transparent and fit for purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Day to day organisation systems and well understood and review processes are embedded in everyday practice.</li> </ul>	
Health and Safety	<ul style="list-style-type: none"> <li>Strengthen use of Assay across school community to ensure it is being used to full capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Assay use is embedded as a way of supporting the highest levels of health and safety practices and procedures.</li> </ul>	
Procedures	<ul style="list-style-type: none"> <li>Review of all school wide procedures in line with updated Policies (School Docs).</li> </ul>	<ul style="list-style-type: none"> <li>Embed procedures and ongoing annual processes of evaluation and review.</li> </ul>	
Career Education and Guidance	<ul style="list-style-type: none"> <li>Develop careers strategic plan with focus on both education and guidance.</li> <li>Use 'P25' lessons to further enhance careers education.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine careers strategic plan.</li> </ul>	<ul style="list-style-type: none"> <li>Embed careers education and guidance across years 9-13.</li> </ul>
E-learning, Technology and ICT	<ul style="list-style-type: none"> <li>Develop a comprehensive e-learning and technology infrastructure plan for implementation in 2020 and beyond.</li> </ul>	<ul style="list-style-type: none"> <li>Roll out of e-learning and infrastructure plan.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine e-learning and infrastructure plan.</li> </ul>
	<ul style="list-style-type: none"> <li>Implement new website.</li> <li>Improve communication via Kamar and the portal.</li> </ul>	<ul style="list-style-type: none"> <li>Embed meaningful use of technology to support communication throughout school community.</li> </ul>	
PN and Assessment	<ul style="list-style-type: none"> <li>Review Assessment practice – link to ongoing professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Implement changes as result of review.</li> </ul>	<ul style="list-style-type: none"> <li>Embed changes as result of review.</li> </ul>
	<ul style="list-style-type: none"> <li>Ensure that best practice continues to guide all assessment and moderation practices.</li> </ul>	<ul style="list-style-type: none"> <li>Embed best practice and process of ongoing review into assessment and moderation practices.</li> </ul>	
Self-Review and Evaluation	<ul style="list-style-type: none"> <li>Review evaluation and self-review structure.</li> </ul>	<ul style="list-style-type: none"> <li>Embed systems of evaluation and self-review.</li> </ul>	
	<ul style="list-style-type: none"> <li>Incorporate self-review of day to day systems and processes via weekly management meetings.</li> </ul>		

## Goal 5: To ensure effective stewardship that supports our learning community

Focus Areas	2019	2020	2021
<b>Effective board operation and stewardship</b>	<p>Smooth transition to new Board in May 2019 and induction of new Board members to ensure:</p> <ul style="list-style-type: none"> <li>All Board members are well informed regarding their role &amp; responsibilities.</li> <li>All Board members undergo appropriate training/professional development.</li> <li>Process of annual review of performance is established.</li> </ul>	Complete NZSTA Governance Internal evaluation tool (IET) to assess Leadership, Representation, Employer role and Accountability and determine review cycle.	<ul style="list-style-type: none"> <li>Review 1 of four key aspects as determined by IET review on rotating basis.</li> </ul>
<b>Charter, vision and values</b>	<ul style="list-style-type: none"> <li>Charter – review structure and implement new self-review and reporting guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Implement new structure guidelines which establish consultation, reporting and review processes.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine new structure guidelines as a result of meaningful consultation, reporting and review.</li> </ul>
<b>Communication / Collaboration / Reporting</b>	<ul style="list-style-type: none"> <li>Reporting from Principal to BOT is aligned to new Annual Implementation Plan structure.</li> <li>Investigate use of digital collaboration / communication tools.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen meaningful review and reporting to BOT.</li> <li>Implement appropriate digital tools for supporting the work of the BOT.</li> </ul>	<ul style="list-style-type: none"> <li>Embed meaningful review and reporting to BOT.</li> <li>Embed use of appropriate digital tools and ensure PLD is provided in their use.</li> </ul>
<b>Principal Appraisal</b>	<ul style="list-style-type: none"> <li>Consult with Principal on review of Appraisal process and implement appropriate appraisal process.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine appraisal process in consultation with Principal.</li> </ul>	<ul style="list-style-type: none"> <li>Embed meaningful processes of appraisal of Principal, including annual review.</li> </ul>
<b>Physical Environment / Property</b>	<ul style="list-style-type: none"> <li>The physical learning environment inspires and supports effective teaching and learning.</li> <li>5YA: Block E ILE Conversion, S Block Chemistry area refurbishment, C Block Computer Room conversion.</li> </ul>	<ul style="list-style-type: none"> <li>5YA: Planning for S Block ILE conversion.</li> </ul>	<ul style="list-style-type: none"> <li>5YA: Block S ILE conversion, roofing and lighting replacements.</li> </ul>
<b>Employment</b>	<ul style="list-style-type: none"> <li>The Board will provide attractive employment conditions and opportunities for staff.</li> <li>All obligations with regard to employment will be understood and met.</li> </ul>		
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>All obligations with regard to Health and Safety are met.</li> </ul>	<ul style="list-style-type: none"> <li>Health and Safety obligations are well understood, met, and reviewed as appropriate.</li> </ul>	
<b>Relationship with Te Tahawai Marae</b>	<ul style="list-style-type: none"> <li>The Principal and BOT representative will actively engage with the Te Tahawai Komiti by attending and participating in Komiti meetings.</li> <li>The BOT will consider co-opting a member of the Komiti onto the BOT at the next elections.</li> <li>A MOU will be established and used to support ongoing collaboration and connection.</li> </ul>	<ul style="list-style-type: none"> <li>The MOU will be embedded in how the relationship between Te Tahawai and Edgewater College continues to work in partnership to support developing meaningful understanding of Te Ao Māori, Tikanga Māori and Te Reo Māori for all ākonga.</li> </ul>	
<b>Budget</b>	<ul style="list-style-type: none"> <li>Budget forecasts each year are met.</li> <li>The budget process is driven by student needs.</li> <li>Resources are managed effectively so opportunities for student learning are optimised.</li> <li>Positive working capital is maintained.</li> </ul>		
<b>Policy review</b>	<ul style="list-style-type: none"> <li>Move to School Docs to support evaluation and review of school policies.</li> <li>Policies are effective in setting direction and providing clarity.</li> </ul>	<ul style="list-style-type: none"> <li>Establishment of four year review cycle for policies and procedures or sooner as required.</li> <li>Actual practice is reflected accurately in policy and procedure.</li> </ul>	<ul style="list-style-type: none"> <li>When tested policies and procedures will be robust and guide good decision making.</li> </ul>